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ABSTRACT

Developed by a comprehensive career education project in the Des Moines Independent School District, this teaching guide presents career education activities designed to facilitate student self-awareness in relation to career decisions. Goals and objectives in outline form present a framework of student outcome objectives regarding self-concept, decisionmaking skills, career knowledge, interpersonal skills, and attitudes toward work. Performance objectives with more specific behavioral objectives and learning activities are outlined for the broad area of self-awareness as related to work. Related learning activities are included as student study sheets. Also included is a list of career awareness activities for the 10th grade English program. (NJ)

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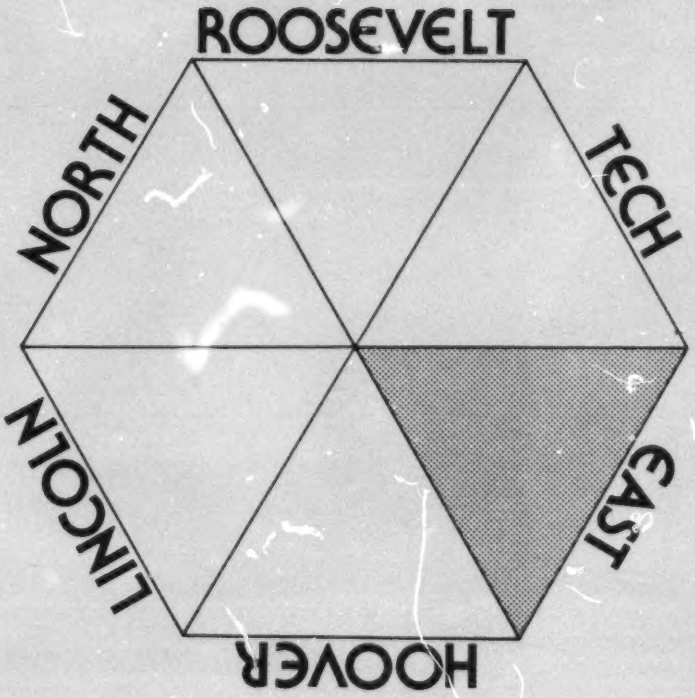
CAREER EDUCATION FOR DES MOINES HIGH SCHOOLS



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SUGGESTED CAREER EDUCATION ACTIVITIES

FOR

EAST HIGH SCHOOL

ESTABLISHING PERSONAL AND CAREER GOALS

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TABLE OF CONTENTS

PREFACE 1

ESTABLISHING PERSONAL AND CAREER GOALS 1

INTRODUCTION 2

A FRAMEWORK OF STUDENT OUTCOME OBJECTIVES 3

SUGGESTED ACTIVITIES FOR STUDENT OUTCOME OBJECTIVES 10

Activity 1 - Strength Census 17

Activity 2 - Aptitudes, Achievements and Testing 18

Activity 3 - Goals for Personal Development 21

Activity 4 - Values Ranking 23

Activity 5 - My Values-Selecting Alternatives 24

Activity 6 - Values and Needs: Their Importance to You 25

Activity 7 - Forced Choice Value Clarification Exercise 27

Activity 8 - Sentence Completion Inventory 28

Activity 9 - Case Studies 30

Activity 10- Important Needs of Workers 31

Activity 11- Worker Satisfaction Interview 32

Activity 12- Worker Interview 33

Activity 13- Information on the Worker 34

Activity 14- Case Studies of Work Adjustment 35

Activity 15- Survey of Preferred Occupation 37

Activity 16- School Subject and Work Experiences 38

Activity 17- Immediate Versus Long-Term Rewards Chart 40

ESTABLISHING PERSONAL AND CAREER GOALS THROUGH THE TENTH GRADE ENGLISH PROGRAM 41

PREFACE

Career Education is a goal of the Des Moines Public Schools that will assist in making education more meaningful for all elementary and secondary students by helping them acquire the knowledge, attitudes, and skills necessary for success in their future careers and roles in society.

As Career Education is articulated from the elementary and junior high to Des Moines' senior high schools, the planning and implementation should be accomplished by instructors, from various subject areas, working together to provide coordinated and meaningful career education activities for their students.

East High School has developed a sequence of interdepartmental Career Education activities for their students in the Construction Occupational cluster. This cluster was chosen because of the career interests of their students.

Working together the instructors developed objectives and activities relating to their specific subject areas and the construction cluster.

Several of the East High staff also developed additional objectives and activities in the Health cluster and Guidance services.

We would like to thank the following East instructors for their contribution to the development of the career education materials for their school:

Donald E. DeMouth - Pupil Service Coordinator
Russel L. Junck - Auto Mechanics
Vernice O. Kingsbury - Mathematics
John H. Lethcoe, Jr. - Salesmanship, Business Law
James W. Nelson - Speech, Forensics
Paul L. Sloan - Biology, Chemistry
Larry C. Winegar - Woodworking, Metals

It is intended that these materials will be presented to and utilized by East instructors. Through in-service and staff development sessions, the instructors will have additional opportunities to become acquainted with, implement the use of, and revise these materials.

D. M. Wetter
Executive Director
Secondary Education

ESTABLISHING PERSONAL AND CAREER GOALS

The following outline attempts to provide objectives to allow a student an opportunity to implement a positive self concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

Further time would have to be given in order to develop the objectives listed on the first few pages of the outline.

INTRODUCTION

"We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities. We aren't as concerned about what the counselee decides about his opportunities as we are what he decides about himself in relation to these opportunities. We don't want to make people do things--we want to let them find ways of doing things. We aren't as interested in the something they become as the someone they become."

With this statement as a reference, it seems important that somewhere early in a high school student's search for a career, they have an opportunity to explore and find their own attitudes and feelings about themselves, their career opportunities and their place in society. The total concept could be called self-awareness. The following plan suggests ways by which a student might gain added self-awareness through a tenth-grade English program. The counseling and guidance department could play an important role in assisting the English teachers to carry out the program. The time involved could be flexible depending on the interest of the group and the instructor.

SPECIFIC OBJECTIVES OF THE PLAN:

1. Clarify one's self concept
2. Identify preferred life style
3. Form a career hypothesis
4. Acquire knowledge in occupations
5. Identify educational and career paths
6. List decision-making skills as related to self
7. Identify a tentative career path within a changing world
8. Acquire knowledge of leisure time activities
9. Clarify one's own value system

A FRAMEWORK OF STUDENT OUTCOME OBJECTIVES

I. To implement a positive self-concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

A. Analyzes strengths in terms of skills, developed abilities, interests and potential for growth.

1. The student can relate his strengths and personal resources to his preferred vocational choices.

2. The student can project and support a plan for personal development through his tentative educational-vocational planning.

B. Analyzes personal values in terms of tentative career plans and projected life style.

1. The student can identify the values inherent in his tentative career plans.

2. The student can prioritize his values in relationship to his tentative career plans and life style.

3. The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career-life style planning.

C. Analyzes the social roles and life style implications of his tentative career plans.

1. The student can describe the social behavior expectations of his preferred occupation(s) and relate this to his self-concept.

2. The student can describe the range of personal freedom to implement his self-concept in his preferred occupation(s).

D. Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

1. The student can relate his psychological needs to tentative career palns.

2. The student can project his satisfaction of economic needs through tentative career plans.

3. The student describes ways in which his interests and talents can be expressed through his tentative career plan(s) and life style(s).

E. Analyzes personal values and needs for achievement in terms of career aspirations.

1. The student describes in a positive way his success needs and actively copes with fears of failure.

2. The student compares his success aspirations with workers in the preferred occupation(s).

F. Demonstrates personal contributions to society by work experiences and social organization participation.

1. The student participates in work experiences such as entry level jobs and describes his contributions through work.

2. The student participates in school-community activities and describes his contributions.

II. To apply decision-making skills to the formation of a tentative career hypothesis.

A. Analyzes tentative career plans with a decision-making model.

1. The student describes his career aspirations, alternative courses of action and the field forces affecting goal attainment.

2. The student formulates sequential short-range and long-range tentative career plans with identification of decision strategies used.

B. Realistically predicts the probable consequences of tentative career plans.

1. The student describes the outcomes of his tentative career decisions in terms of personal goals and effects upon significant others.

2. The student can describe the odds of success and failure of career plans from a personal viewpoint.

3. The student modifies tentative career plans in the light of new information and chance factors.

C. Exhibits responsibility for the consequences of educational-vocational decisions and career goal striving.

1. The student accurately attributes to himself the elements of his career status for which he is personally responsible.

2. The student takes the required action to implement his career plans on a reality test basis.

D. Demonstrates coordinated decision-making in various life spheres and periods of time.

1. The student relates educational, occupational, family life, and recreational decisions into an integrated tentative life style.

2. The student projects into the future the consequences of career decisions made now.

E. Exhibits planful use of resources in achieving career aspirations.

1. The student's use of time and energies is congruent with stated goals.

2. The student budgets his resources over long periods of time.

F. Utilizes the major informational resources needed in career decision-making.

1. The student examines critically the career advice given by significant others.

2. The student utilizes appropriate criteria for evaluating career information.

III. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work settings.

A. Describes the necessary preparation for a preferred occupation(s).

1. The student describes the educational and training requirements for personal career goals.

2. The student identifies the sources of financial assistance for any necessary education or experience.

3. The student describes the various job ladder progressions of several preferred occupations.

B. Utilizes technical and nontechnical resources for gathering information about preferred occupations.

1. The student critically evaluates and uses occupational information from school and mass media sources.

2. The student critically evaluates and uses occupational information from the community.

3. The student critically analyzes his work experiences.

C. Studies in detail the worker satisfactions and dissatisfactions in preferred career fields.

1. The student analyzes the sources of potential frustrations, satisfactions, dissatisfactions in the preferred career fields.

2. The student describes the financial compensation at various steps of the career ladder of the preferred occupation(s).

3. The student analyzes the ethical questions which confront workers in the preferred area(s) and projects personal solutions.

D. Identifies the sources of power in preferred work situations and describes their potential personal effects.

1. The student describes the formal and informal power structures in the preferred career field(s).

2. The student describes the potential effects of various leadership styles and organizational decision-making in preferred employment situation(s).

3. The student describes the potential personal implications of worker organizations such as unions and professional associations.

E. Makes career plans which take into account social, economic, and technological changes.

1. Describes the possible effects of social, economic, and technological changes upon preferred occupational role(s).

2. Identifies the common elements in the preferred occupation(s) which may transfer to other fields.

F. Experiences an entry level position in the school setting or in the community.

1. The student prepares for consideration by an employer when choosing from several job applicants.

2. The student applies job seeking skills, including application and interview procedures.

3. The student analyzes the compensations and promotional possibilities in the entry job experience.

IV. To develop and apply the interpersonal competency skills required in preferred career plans and life style(s).

A. Identifies interpersonal characteristics necessary for the preferred occupational role(s).

1. The student describes personal career potential in terms of interpersonal skills.

2. The student describes personal areas for growth in terms of interpersonal skills needed for career life style and develops an action plan.

B. Copes with the power exercised by others in work and work-related situations in ways which are self-rewarding.

1. The student correctly assesses formal and informal power structures in educational and work settings.

2. The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.

3. The student uses constructive problem-solving skills in conflict situations.

C. Exhibits interdependence and cooperation in task and work situations.

1. The student exhibits an awareness of the needs of others in task situations.

2. The student shares in the success of group goal attainment.

D. Displays knowledge and skill in applied group dynamics and work organization.

1. The student analyzes the structures and processes involved in productive group efforts.

2. The student is a contributing member of a work group or related organization.

E. Demonstrates effective use of interpersonal communication in work and work related situations.

1. The student clarifies and evaluates the messages and instructions of others.

2. The student communicates messages and instructions to others in a helpful manner.

3. The student receives and gives feedback and suggestions.

V. To develop a respect for work, including its personal, as well as its social, contributions and implications.

A. Describes ways in which careers allow movement between work, play, and creative leisure.

1. The student identifies ways in which the preferred career(s) affect personal growth and independence.

2. The student explains how work experiences and leisure activities can interact.

B. Describes work as a major means of changing one's personal environment, as well as society in general.

1. The student describes how he can work for personal and social changes within the preferred occupation(s).

2. The student describes social problems of today which future workers might help alleviate.

C. Understands the important and changing contributions of women and minority groups to the world of work.

1. The student describes the effects on men and women of the breaking down of the traditional sex roles.

2. The student describes the effects of minority group discrimination.

D. Debates the ethic of individual success versus the ethic of collective striving for social well-being.

1. The student relates career aspirations to personal as well as social well-being.

2. The student identifies potential conflicts between personal and social well-being and possible compromises.

3. The student describes the interdependence of all workers in contributing to the well-being of society.

E. Identifies the changing meanings of work over time and across cultures.

1. The student can describe pre-industrial and industrial work ethics.

2. The student can begin to develop a personal work ethic based upon an increasingly service-oriented society.

SUGGESTED ACTIVITIES FOR STUDENT OUTCOME OBJECTIVES

I. Broad Objectives: To implement a positive self concept by making a tentative career choice with awareness of personal characteristics as they relate to work roles.

A. Performance Objectives: Analyze strengths in terms of skills, developed abilities, interest, and potential growth.

1. Behavioral Objectives: The student can relate his strengths and personal resources to his preferred vocational choices.

LEARNING ACTIVITIES

1. Have counselor review student's cumulative folder with him.

2. Administer California Occupation Preference.

3. Administer Strength Census (See A-1).

4. Discuss questions on testing for aptitude, interest and achievement (See A-2).

5. Familiarize student with Career Interest Survey.

2. Behavioral Objectives: The student can project and support a plan for personal development through his tentative educational-vocational planning.

LEARNING ACTIVITIES

1. Develop a free association exercise in which occupations are named and talents or skills which come to mind are described.

2. Administer the goals for personal development (See A-3).

3. Discuss "There is only one right occupation for one individual."

4. Have student fill out an admiration ladder. Write the name of someone admired at the top, someone not liked at all on the bottom and the student's name in the middle. Discuss what qualities the students value in the people they most admire and what they would have to do to be more like those people.

B. Performance Objectives: Identifies his personal values in terms of tentative career plans and projected life styles.

1. Behavioral Objectives: The student can identify the values inherent to his tentative career plans.

LEARNING ACTIVITIES

1. Read biographical or auto-biographical sketches which point out factors influencing vocational choices.

2. Write a paragraph defining success.

3. Have students do Value Preference Exercise (See A-4).

4. Have students administer value inventory to people in different fields.

5. Discuss value preference exercise.

6. Administer the Work Values Inventory which measures the relative strength of fifteen values such as intellectural stimulation, job achievement and economic returns. (Work Values Inventory Super, D. E. Boston: Houghton Mifflin 1965)

2. Behavioral Objectives: The student can practice his values in relationship to his tentative career plans and life style.

LEARNING ACTIVITIES

1. Have students survey others (parents, teacher, workers) to determine how they rank the various rewards and disadvantages of their work and other social roles.

2. Administer and discuss: My Values - Selecting Alternatives (See A-5).

3. Administer and discuss: Values and Needs: Their Importance to You (See A-6).

4. Administer and discuss the Survey of Personal Values (SRA, 259 Erie St., Chicago, Ill. 60611).

3. Behavioral Objectives: The student demonstrates skill in resolving value conflicts between personal and the environmental press of projected career life-style planning.

LEARNING ACTIVITIES

1. Have students conduct structured interviews of different age groups as to their views of hard work. Compare and contrast the implied values. Discuss the value conflicts and changes involved in dealing with such conflicts (See A-7).

2. Discuss: "Is it possible to make compromises in value conflicts?"

3. Present situations where some resolution of value conflicts involving compromise appear necessary: i.e., early marriage plans and goal planning, involving expensive training, career and life style values of social services, job security and high financial status.

4. Discuss: On a value question, "One man's opinion is as good as another's."

C. Performance Objectives: Analyze the social role and life style implications of his tentative career plans.

1. Behavioral Objectives: The student can describe the social behavior expectations of his preferred occupation, and relate this to self-concept.

LEARNING ACTIVITIES

1. Have students interview workers in various situations to determine the physical and mental fatigue they experience.

2. Have students observe the workers in their community in terms of social and career expectations which are actually operating, as well as possible sterotyping factors.

3. Have each student select two careers that he could qualify for, but which he would consider unsuitable in terms of self-image, i.e., educationally qualified for sales work but lacking assertiveness, willingness to travel and self organization.

4. Administer and discuss the possible career implications of the Sentence Completion Inventory (See A-8).

2. Behavioral Objectives: The student can describe the range of personal freedom to implement his personal self-concept in his preferred occupation.

LEARNING ACTIVITIES

1. Use a "Who Are You" procedure such as asking students to describe themselves in ten works, to focus on our many role definitions.

2. In small groups, have the students work on longitudinal case studies of life styles that might go with various occupations.

D. Performance Objectives: Describes the potential sources of satisfaction and self-expression in the preferred occupations.

1. Behavioral Objectives: The student can relate his psychological needs to tentative career plans.

LEARNING ACTIVITIES

1. Invite a personnel counselor, industrial psychologist or industrial nurse to discuss the relationships between physical and mental health and occupational stress (See A-10).

2. Have students rank or select the need factors involved in their career planning (See A-10).

3. Help students identify the economic contribution and status rewards of various preferred occupations at different levels and over the career life span.

4. Have students interview workers as to work satisfaction and rewards as related to psychological needs (See A-11, A-12 and A-13).

5. Study and discuss Case Studies or Work Adjustment (See A-14).

2. Behavioral Objectives: The student can project his satisfaction of economic needs through tentative career plans.

LEARNING ACTIVITIES

1. Have students do a systematic study of salaries using want-ads and interviewing. Discuss the factors accounting for differences in salaries. Consider starting salaries, promotional and experiences raises, fringe benefits.

2. Have students do a Survey of Preferred Occupations covering economic factors (See A-15).

3. Have students compare the short and long-range economic rewards of the occupations they're considering.

4. Discuss: What role does money play in your definition of success?

3. Behavioral Objectives: The student describes ways in which his interests and talents can be expressed through his tentative career.

LEARNING ACTIVITIES

1. Relate your tentative career to the subjects you are taking or plan to take in school (See A-16).

2. Have students consider their interests by comparing the nature of newspaper sections, or magazine articles they read.

3. Consider giving The General Apptitude Test Battery to broaden students vocational exploration.

4. Invite school psychologist in to discuss IQ testing and special abilities.

5. Have students fill out the Immediate Versus Long-Term Rewards Chart (See A-17).

E. Performance Objectives: Analyze personal values and needs in terms of career aspirations.

1. Behavioral Objectives: The student describes in a positive way his success needs and actively copes with fears of failure.

LEARNING ACTIVITIES

1. Discuss the opportunities for moderate risk taking in school. Evaluate the grading system in terms of risk taking and needs for achievement and possible fears of failure. Consider the effects of grading policies and course difficulty upon student selection.

2. Have the class discuss and give examples of "fears of failure" and "hopes of success".

3. Have students share observations of each other's competitiveness in school activities and classes.

2. Behavioral Objectives: The student compares his success aspiration with workers in the preferred occupation.

LEARNING ACTIVITIES

1. Have students interview older people, such as grandparents, as to their views of achievement and hard work. Compare with views of their parents' generation and fellow students.

2. Interview several workers in the preferred occupations regarding success definitions and aspirations. A variety of interviews is recommended in order to maximize over-generalization and stereotyping.

F. Performance Objectives: Demonstrate personal contributions to society by work experiences and social organization participation.

1. Behavioral Objectives: The student participates in work experiences such as entry level jobs and describes his contributions through work.

LEARNING ACTIVITIES

1. Have all students fill out job application forms and prepare resumes.

2. Have students with work experiences share their reactions as to contributions of their work to themselves and to others.

3. Have students survey prospective employers regarding the importance of the following factors in considering an applicant for an entry level job: Diploma, Attendance, Grades, Work Experience and Appearance. Do the same with skills, personal qualities and work habits and have the class tabulate the results in terms of rankings or ratings of importance. Be sure to survey a variety of entry level job situations and rate similarities and differences of rankings across jobs.

(One per student)

A-1

STRENGTH CENSUS

Objectives:

The purpose of this activity is to help students identify strengths they think they have and to help them identify strengths other people think they have.

Time: Approximately 25 minutes.

Description of Task:

Divide the class into groups of 4 to 6 members. In each group one person begins by telling the group in 2 to 3 minutes what his three most outstanding strengths are. Then have each member share this information about himself. Group members then voluntarily identify strengths in others present that they did not mention as they reported about themselves. An easier version would be to report on three activities they carried out successfully in the last week.

Variations of this procedure could be, instead of describing the three most outstanding strengths, the group members might focus on a specific area such as physical strengths, knowledge strengths, talents, skills, etc., which could be useful in later sessions.

Evaluation:

For 10 minutes, in group discussion, the students should talk about what they learned and how they felt. Did this exercise help the students to know and trust people in a more meaningful way?

INDIRECT FEEDBACK

The indirect feedback exercise allows group members to give and receive feedback in a way that avoids direct confrontation. Each student writes a list of ten words or phrases to describe himself. He does not sign his name or in any way indicate which paper is his. The teacher numbers the papers and returns them to the group. Each person in the group tries to determine which description fits which group member and why. When all group members have written down the number of each paper and who he thinks it belongs to, group members share their guesses. As the group discusses each list and gives opinions about who wrote it, all group members will get feedback as to how others perceive them. It is unnecessary for anyone to reveal which paper is really his. The value of the activity comes from the group's perception of which list describes which person.

These questions may be used for discussion after the feedback activity, or for the basis of a journal writing assignment. "How accurately did people see you? Were you surprised by any of the perceptions others had of you? Explain. Which perceptions did you like? Dislike? What did you learn?

APTITUDES, ACHIEVEMENTS AND TESTING

NOTES AND QUESTIONS

I. Aptitude can be defined as an ability or potential to learn something. Achievement is what we have already learned.

1. Aptitudes are strengths that we can measure roughly, develop and use to our advantage.

2. An aptitude is what you have a knack or natural talent for. It is a natural ability which you must develop.

3. Aptitudes, achievements and interests may or may not go together.

4. There are many different types of aptitudes, for example:

a. Artistic aptitude
b. Athletic aptitude
c. Mechanical aptitude
d. Academic (school) aptitude

II. Using our knowledge of aptitude and achievement in decision making.

1. Determining our aptitudes helps us to seek realistic goals; helps us estimate our chances of success; helps forecast the difficulty of learning a subject or job.

2. We need to consider our pattern of aptitudes and look at our strengths and weaknesses, but it is a waste of time to merely dwell on weaknesses.

3. Each elective school subject and occupational field has particular aptitude requirements, yet successful people with a variety of aptitude patterns are found in all fields of endeavor.

III. How to discover aptitudes and interests and demonstrate achievements.

1. Try different activities.

2. Testing: Tests can be time savers because they quickly estimate aptitudes and achievements.

a. Tests are samples of our performance.
b. Tests have errors in accuracy.
c. Tests measure achievement on performance and from this we estimate aptitudes.

4. How much of your score is because of your background? Explain (For example, your father's occupation, the amount of travel you have done, work experiences you have had, hobbies or school subjects that you have or have not enjoyed).

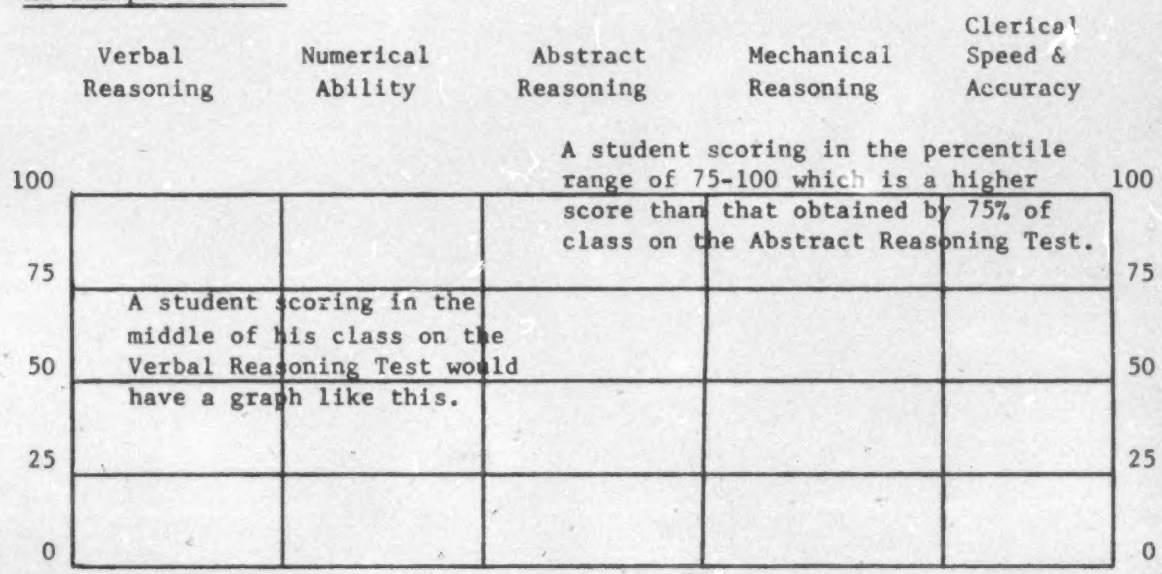
5. How much of the results of your profile is related to your age or lack of experience? Can you foresee changes in your profile over the next ten years? What would you predict those changes to be?

6. What additional info mation do you need about yourself and about the occupations suggested for you by this inventory before you seriously consider yourself in that occupation?

7. How can the results of this inventory be useful to you? How do you plan to use it?

IV. The Differential Aptitude Tests

An Example Profile


Verbal Reasoning
Numerical Ability
Abstract Reasoning
Mechanical Reasoning
Clerical Speed & Accuracy
A student scoring in the percentile range of 75-100 which is a higher score than that obtained by 75% of class on the Abstract Reasoning Test.
A student scoring in the middle of his class on the Verbal Reasoning Test would have a graph like this.
100
75
50
25
0

Each student's performance is compared with that of the rest of the grade in your school. The range in which you scored is represented by a percentile band. Exact test scores are not accurate because the tests are never exact and people's performance on tests is not the same from day to day.

Summary

Tests can help you estimate some aptitudes and, therefore, give you an opportunity to predict the difficulty of an activity before you try it. Most school tests estimate demonstrated achievement and aptitude; however, grades, as indicators of past achievement, are still the best predictors of future school achievement. There are many aptitudes that are not measured by tests and, of course, the important personal characteristics of personality, values, drive, and character are not reflected in test scores. It takes more than aptitude to achieve your goals.

Discussion Questions - Use of Tests in Occupational Choice

1. What does this test measure? What qualities important in occupational success are not measured by this test?

2. Would you be justified in seeking an occupation purely on the information gained from this test? Why or why not?

3. Do you see yourself fitting the occupational pattern suggested by your test results? Why or why not?

GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

Communication Skills	Doing All Right	Need to Do it More	Need to Do it Less	
1. Amount of talking in group	_____	_____	_____	1.
2. Being brief and concise	_____	_____	_____	2.
3. Being forceful	_____	_____	_____	3.
4. Drawing others out	_____	_____	_____	4.
5. Listening alertly	_____	_____	_____	5.
6. Thinking before I talk	_____	_____	_____	6.
7. Keeping my remarks on the topic	_____	_____	_____	7.
8. _____ _____	_____	_____	_____	8.
Observation Skills				
1. Noting tensions in group	_____	_____	_____	1.
2. Noting who talks to whom	_____	_____	_____	2.
3. Noting interest level of group	_____	_____	_____	3.
4. Sensing feelings of individuals	_____	_____	_____	4.
5. Noting who is being "left out"	_____	_____	_____	5.
6. Noting reaction to my comments	_____	_____	_____	6.
7. Noting when group avoids a topic	_____	_____	_____	7.
8. _____	_____	_____	_____	8.

(One per student)

A-3

Ability to Know and Accept Emotional Decisions	Doing all Right	Need to Do it More	Need to Do it Less	
1. Being able to face conflict, anger				1.
2. Being able to face closeness, affection				2.
3. Being able to face disappointment				3.
4. Being able to stand silence				4.
5. Being able to stand tension				5.
6. _____				6.
Social Relationships				
1. Competing to outdo others				1.
2. Acting dominant toward others				2.
3. Trusting others				3.
4. Being helpful				4.
5. Being protective				5.
6. Calling attention to one's self				6.
7. Being able to stand up for myself				7.
8. _____				8.
General				
1. Understanding why I do what I do (insight)				1.
2. Encouraging comments on my own behavior (feedback)				2.
3. Accepting help willingly				3.
4. Making my mind up firmly				4.
5. Criticizing myself				5.
6. Waiting patiently				6.
7. Going off by myself to read or think				7.

27

VALUES RANKING

Arrange the following values in order of their importance to you as guiding principles in your career planning.

1. Security
2. Wealth (money)
3. Independence (being your own boss)
4. Helping others
5. Power (authority or influence over others)
6. Recognition (being noticed, feeling important)
7. Justice (fairness)
8. Knowledge
9. Beauty
10. Health
11. Happiness (contentment)
12. Inner harmony (freedom from inner conflict)
13. Equality (brotherhood, equal opportunity for all)
14. A sense of accomplishment (making a lasting contribution)
15. Mature love (sexual and spiritual intimacy)
16. Other values...

MY VALUES - SELECTING ALTERNATIVES

Directions: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

Which would you choose:

A. A job that pays $250 a week but involves constant travel
B. A job of the same type paying only $125 a week but allowing you to stay home

A. To live in a small quiet town but not be able to do the type of work you are interested in
B. To get into the field you like but have to move to a large city

A. To marry early and have a family
B. To work for a while before marriage

A. To get above average grades in high school but to have to give up many social activities in order to devote your time to study
B. To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

A. To be an outstanding athlete
B. To be a student government leader

A. To defend your beliefs even though you know your action may make you less popular with some of your classmates
B. To keep silent about your beliefs in order to keep the approval of your classmates

A. To go to a concert
B. To go to a ball game

A. To spend your free time just having fun with your friends
B. To give your free time to community service projects

A. To spend free time in reading or quiet activities
B. To keep yourself busy by joining clubs and working on committees

A. To have a job and independence immediately after high school
B. To give time to further education or training in order to qualify for a better job

A. To make lots of money
B. To have prestige, be a leader, and have others look up to you

Summary discussion: What are the important values for you in establishing priorities? Do you actually take action in your life consistent with your priorities? Give examples.

VALUES AND NEEDS: THEIR IMPORTANCE TO YOU

How important to you is . . .

JUSTICE: The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately. X one of the following:

___ high priority ___ medium priority ___ low priority

ALTRUISM: Regard for or devotion to the interests of others.

___ high priority ___ medium priority ___ low priority

RECOGNITION: Being made to feel significant and important; being given special notice or attention.

___ high priority ___ medium priority ___ low priority

PLEASURE: The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.

___ high priority ___ medium priority ___ low priority

WISDOM: The ability to discern inner qualities and relationships; insight, good sense, judgment.

___ high priority ___ medium priority ___ low priority

HONESTY: Fairness or straightforwardness of conduct; integrity; uprightness of character or action.

___ high priority ___ medium priority ___ low priority

ACHIEVEMENT: Accomplishment; a result brought about by resolution, persistence, or endeavor. The word "achieve" is defined as: "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

___ high priority ___ medium priority ___ low priority

AUTONOMY: The ability to be a self-determining individual.

___ high priority ___ medium priority ___ low priority

WEALTH: Abundance of valuable material possessions or resources; affluence.

___ high priority ___ medium priority ___ low priority

POWER: Possession of control, authority or influence over others.

___ high priority ___ medium priority ___ low priority

LOVE: Affection based on admiration or benevolence; warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.

___ high priority ___ medium priority ___ low priority

AESTHETICS: The appreciation and enjoyment of beauty for beauty's sake.

___ high priority ___ medium priority ___ low priority

PHYSICAL APPEARANCE: Concern for the beauty of one's own body.

___ high priority ___ medium priority ___ low priority

FORCED CHOICE VALUE CLARIFICATION EXERCISE*

THE TASK: Twelve people need a heart transplant and will more than likely die in three weeks if it is not performed. However, only six operations can be performed. You are to assume the role of the doctor who will perform the operations and must make the decision of who will live.

Here is all you know about the twelve people:

1. Bookkeeper, 31 years old.
2. Housewife, six months pregnant.
3. Black militant, second year medical student.
4. Famous historian-author, 42 years old.
5. Hollywood starlet, singer, dancer.
6. Carpenter.
7. Rabbi, 54 years old.
8. Olympic athlete, all sports.
9. College co-ed.
10. Policeman with gun (they cannot be separated).
11. First year elementary teacher.
12. A 16-year old school dropout.

THE PROCEDURE:

1. In 2-5 minutes individually make your decisions as to who should receive the heart transplants; also think of the reasons for your choices.
2. In 15-20 minutes, in groups of five, share your decisions and reasons for your choices. As a group make a selection.
3. Discussion question: What do your personal selection decisions say to you about your values concerning the worth of various life styles and careers? (15-20 minutes)

*A suggested modification of "The Fallout Shelter Problem", Pages 281-286, Values Clarification, A Handbook of Practical Strategies for Teachers and Students, $4.95. Simmon, Howe & Kirschenbaum, Hart Publishing, 1972.

(One per student)

A-8

SENTENCE COMPLETION INVENTORY

Task Oriented

Directions: Fill in the blank at the end of the sentence with the first thought that enters your mind.

1. If I were in charge _____

_____

2. When I am told to do something _____

_____

3. At work, I get along best with _____

_____

4. People who work with me usually _____

_____

5. Those I work with _____

_____

6. When I get mad I usually _____

_____

7. When I see a boss or teacher coming _____

_____

8. I like working with people who _____

_____

9. Compared with others, I _____

_____

10. In giving orders to others, I _____

_____

11. I can work best when my supervisor _____

_____

12. When others expect me to act a certain way _____

_____

CASE STUDIES

Case #1

"In 1950 I heard they were hiring people at the automobile assembly plant. I figured I'd get a job and then, with the electrician experience I got in vocational school, I could work my way up to a good job. The idea of making automobiles sounded like something pretty important. Lucky for me, I got a job and was made a spot welder. There wasn't much to the job itself. I picked it up in about a week. Later I was drafted into the Army. When I came back in 1956, I tried to get into the maintenance department as an electrician, but there was no opening. So I went back to the assembly line -- we call it the 'iron horse'. They made me a welder again, and that's what I've been doing ever since.

"My job is to weld the hood to its metal underbody. I take a job off the bench, put it in place, and weld the parts together. The job is all made up, and the welds are made in certain places along the metal. Exactly twenty-five spots. The line runs according to schedule. Takes me one minute and fifty-two seconds for each job. The cars differ, but the job is practically the same thing every time. Finish one car and then have another one staring me in the face.

"I don't like to work on the assembly line -- no man likes to work on a moving line. You can't beat the machine. Sure, maybe I can keep it up for an hour, but it's rugged doing it eight hours a day, every day in the week all year long.

"When I'm working there is not much chance to get a breather. Sometimes the line breaks down, When it does we all yell 'Whoopee!' As long as the line keeps moving I've got to keep up with it."

Case #2

(Ann describes her employment situation by first telling something of her background.) "You know, Jack and I were married soon after we graduated from high school. Jack got a job at the local automobile assembly plant and earned a good salary and didn't want me to work. We started our family soon after we were married since we both wanted a big family. We had four children; the baby is only two years old. Then last year Jack was hurt in an accident at the plant and couldn't work any more. Although Jack's paycheck was no longer coming every two weeks, we were not left without income. There was the workmen's compensation payment (a system of insurance required by state law and financed by employers, which provides payment to workers or their families for occupational illness, injuries, or death resulting in loss of income) and some money from our own insurance policy. However, we had to face it -- our income wasn't enough to support the family.

"Luckily there's a good day care center near our home. I found out they would take care of the baby during the day when the older children were in school, and then made the rounds of the stores downtown until I got a job -- selling childrens wear. I know plenty about that! I don't make much for a family our size, We don't have a new car or a new TV set, or a new anything as far as that goes, but at least we're all together -- that's the most important thing."

(One per Student)

A-10

IMPORTANT NEEDS OF WORKERS

	I would rate Very Important...to...Very Unimportant	My preferred occupation should be Very Satisfying...to...Very Dissatisfying
1. Use of ability		
2. Achievement		
3. Variety of activities		
4. Advancement opportunities		
5. Authority		
6. Company policies & practices		
7. Travel		
8. Co-workers		
9. Creativity		
10. Independence		
11. Moral values		
12. Recognition		
13. Responsibility		
14. Security		
15. Service to others		
16. Supervision-human relations		
17. Social prestige		
18. Supervision opportunities		
19. Working conditions		
20. Financial rewards		

WORKER SATISFACTION INTERVIEW

In your present occupation how to you feel about:

	High	Moderate	Little
1. Opportunities to be of service to other people			
2. A secure future			
3. The opportunity to be creative			
4. Recognition for my achievements			
5. The friendliness of co-workers			
6. The chance to be on your own			
7. Salary			
8. Promotion possibilities			
9. Freedom to use one's own judgment			
10. The working conditions			

Add others that you feel are important.

WORKER INTERVIEW

1. What things make a job a good job for you: pay, hours, challenge, security, etc.?

2. What things are most important to you?

3. What do you want from life for yourself?

   - in your work?

   - in your home life?

4. What do you want from life for your children?

5. Is it important that your son have a good job? Why or why not?

6. Is it important that your daughter have a good job? Why or why not?

7. What things do you think your children should look for in a good job?

8. If your parents had been asked the above questions, what do you think their answers would have been?

9. If you think their answers would be different from yours, try to explain why they would be different.

(One per student)

A-13

INFORMATION ON THE WORKER

Occupation _____

Position _____

Directions: After you have established a good relationship with the worker, try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working? _____

2. Why did you choose this type of work? _____

_____

3. How much leeway or freedom do you have in determining how you carry out the responsibilities of your position? _____

_____

4. What are the greatest pressures, strains, or anxieties in your work? _____

_____

_____

5. What special problems do new employees frequently have in adjusting in your field? _____

_____

6. What are the most important personal characteristics of being successful in your position? _____

_____

(Supervisor's opinion also) _____

7. Are there pressures or demands on you outside of work that affect the performance of your job? _____

_____

8. Do you get more satisfaction from your work or from activities outside of work?

_____

Additional Comments: (Information that may be used in your narrative description.)

_____

_____

CASE STUDIES OF WORK ADJUSTMENT

Case #1 - The Hung-up Worker

"Upon graduation from high school, Harold was employed by the ABC Company as a general clerical worker in the office. During the next five years he did satisfactory work, and at the end of that time was promoted to the position of bookkeeper. Shortly after beginning work as a bookkeeper in the accounting department, he got married. Within the next few years Harold's family responsibilities increased until his salary was no longer enough to maintain the standard of living that he and his wife wanted. Harold requested an increase in salary from his supervisor in the department, and was told that he was receiving as much as a bookkeeper was worth. The head of the department told Harold that the only way he could hope to receive an increase in salary was to qualify himself for a higher-rated job. He advised Harold to enroll in an accounting course in the local night school.

"Harold had no formal training since high school where his academic work had been only average. However, he did enroll for the course in accounting, but within a few months he began to have trouble with his school work. His behavior in the office and at home became noticeably different. At the office he talked loudly and long to his fellow workers on the subject of how the accountants deliberately made work difficult for the bookkeepers by insisting upon 'standard accounting procedures'. At home, Harold's behavior also changed. Whereas he had formerly taken considerable interest in his family and enjoyed being with them, he now became unfriendly toward his family and spent much of his spare time away from home.

"Instead of working on his lessons for night school, Harold began spending more and more time hanging around a local beer joint, drinking and thinking of various schemes to get a job in which he would make a great deal of money. However, he made no effort to carry through on any of these plans."

Questions: What are some of Harold's problems, and how might they be solved? What are some other mental health problems that workers face on the job? If Harold lived in your town, where could he go to get assistance in dealing with his mental health problems?

Case #2 - The Assembly Worker

On the assembly, you know, some fellows can work up the line, then coast. Most jobs you can't do that. If I get ahead maybe ten seconds, the next model has more welds to it, so it takes ten seconds extra. You can't win. You're always behind.

"I like a job where you feel like you're accomplishing something and doing it right. When everything's laid out for you and the parts are all alike, there's not much you can accomplish. The big thing is the steady push of the conveyer--a big machine that I can't control.

"It's hard to feel that you're ever doing a good quality job. There's a constant push, at high speed. You may improve after you've done a thing over and over again, but you never reach a point where you can stand back and say, 'Boy, I done that one good. That's one car that got built right.' If I could do my best I'd get some satisfaction out of working, but I can't do as good work as I know I can do."

Questions: What kinds of economic activity are described in this case? Why do you think this worker feels the way he does toward his job? How do you think you would feel if you were a worker on the 'iron horse' assembly line?

Case #3 - The Dropout

"Joe Sorrentino has 25 scars on his hands to prove that he is a street fighter. By the time he was 20, he had flunked out of high school four times, had been booted out of the Marines, and had lost 30 jobs. The second oldest of seven children, Joe always wanted to be an 'achiever', and in his neighborhood an achiever had to be handy with his fists. A veteran of more than 100 rumbles, Joe was put on probation by a juvenile court after one particularly bloody street fight. When he was in his first year of probation, he flunked out of high school. Not long after he enrolled in another high school at night--he failed there also. In a third try at high school he didn't last a semester.

"At 14, Joe had begun trying his hand at various jobs, achieving a record for failing which was 'better' than even his school career. On his first day of work at a bleach factory, he attempted to carry 10 gallons of bleach to a truck he was loading and dropped all 10. Joe later worked in a sweater factory, where had the embarrassing experience of being awakened from a nap by the president of the company. Another job opportunity for Joe came through a furniture company's ad in the newspaper which read: 'Want ambitious young man who seeks responsibility.' After a month of aligning wheels of teacarts, he got tired of responsibility.

"Joe enlisted in the Marines when he turned 18 but could not stand the discipline, and rebelled. He fought with recruits, rioted in the mess hall, and tried to run away. Judged an 'incorrigible' by the Marines, he was sent packing with a general discharge. Back home, he was a hero to his old street-gang buddies. But within himself, Joe felt ashamed. At 20, he came to realize that his only chance for a better life was through education. So he want back to high school, for the fifth time, at night, working days in a supermarket. After two years, he graduated with the highest average in the night school's history.

"In June of last year, 30-year-old Joe Sorrentino was a law school graduate. Joe has received several offers to work for law firms. Instead, he wants to serve a term as an assistant U.S. or State attorney in California."

Question: Identify some of the attitudes and values that Joe had before he finished high school, and compare them with his later outlook on life.

(One per student)

A-15

SURVEY OF PREFERRED OCCUPATION

A. The Occupation

B. Promotion and Advancement

1. Jobs through which I might enter the field
2. Promotional opportunities
3. Related occupations to which I might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook
2. Possible employment trends during the next ten years

D. Wages and Hours

1. Salaries
   a. Beginning salary
   b. Salary range related to experience, promotional steps
2. Wages
   a. Average number of hours worked per week
   b. Average number of weeks worked per year; seasonal aspects
3. Vacation provisions
4. Fringe benefits (insurance, medical pensions, expense accounts, etc.)

E. Working Conditions

1. Place of employment, transportation required
2. Physical surroundings, morale factors, health conditions
3. Employee and employer organizations
4. Other conditions

F. Training Requirements

1. Level of education required for entry and for promotions
2. Types of post high school education necessary
   a. Where to obtain it
   b. Type, cost, and length of training
3. Other requirements, such as licenses, special examinations, membership in tools and equipment, unions or other worker organizations

G. Personal Qualifications

1. Physical and mental requirements
2. Personality characteristics

H. Summary

1. Advantages
2. Disadvantages

(One per student)

A-16

SCHOOL SUBJECT AND WORK EXPERIENCES

Subjects	Grades	Things I disliked about each	Things I liked about each
Agriculture			
Art			
Business Education			
English (includes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
On-the-Job Training			
Psychology			
Physical Education			
Biological Science			
Physical Science			
Social Studies			
Other			
Work Experience			
Salary			

Discussion:

1. What patterns in your likes and dislikes are there which might affect your choice of vocation?

2. What do your grades and work reflect in terms of strengths and weaknesses which might affect your career choices?

3. What things, if any, about this record would you like to change? Can you change them?

4. Would you like this group or class to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

IMMEDIATE VERSUS LONG-TERM REWARDS CHART

Directors: Select three occupations which are of interest to you. Write in the names of those three on the chart in spaces provided at the top. For each of the three occupations, indicate your evaluation of the occupations on the factors listed on the left by marking (+) for good and (-) for poor in the squares. Factors 9 and 10 are additional factors which you consider very important.

	Entry	Five Years	Entry	Five Years	Entry	Five Years
1. Weekly earnings						
2. Working conditions						
3. Co-worker relations						
4. Independence						
5. Variety						
6. Chance to be creative						
7. Learning opportunity						
8. Status						
9. Other rewards						
10. Other rewards						

ESTABLISHING PERSONAL AND CAREER GOALS

THROUGH THE TENTH GRADE ENGLISH PROGRAM AT EAST HIGH

The following are activities through which career awareness will be instilled in sophomore English students.

Mechanics:

1. Hopefully, staff will be all tenth grade English personnel.
2. Dates - once a month for the 9-month duration of the school year.
3. Subject Matter - will be the 9 self awareness objectives:
   - A. Clarification of one's self concept
   - B. Identification of preferred life style
   - C. Formation of a career hypothesis
   - D. Acquisition of knowledge in occupations
   - E. Identification of education and career paths
   - F. Listing of decision-making skills as related to self
   - G. Identification of a tentative career path within a changing world
   - H. Acquisition of knowledge of leisure time activity
   - I. Clarification of one's own value systems

Activities:

A. Clarification of one's self concept

1. Should include an evaluation of how a student perceives his assets and limitations
2. Should include an evaluation of realistic goals
3. Should include an evaluation of how others perceive the student
4. Should include a comparison of self concept and other concept
5. Should include some statistical measurement of ability

Methodology:

1. Group discussions
2. One-to-one sensativity
3. Ability testing
4. A discussion of goals and requirements to achieve goals
5. Individual counseling to correct self-image
6. Discussion of philisophical implications

B. Identify preferred life style

1. Should include an evaluation of present life style
2. Should include an evaluation of the affect of age on life style
3. Should include an evaluation of the impact of career and life style
4. Should include a listing of all possible life styles
5. Should discuss the implications of a life style
6. Should include a comparison of life styles
7. Should involve a testing of life styles
8. Should involve a selection of life style

Methodology:

1. Discussion of present life styles and their ramifications
2. Brainstorming of a list of possible life styles
3. Role playing to test a life style
4. Selection of life style
5. Speakers - films, etc. of different life styles

C. Formation of a career hypothesis

1. Should include the formation of several career hypothesis

2. Should include a comparison of possible career hypothesis with self assets and limitations

3. Should include a comparison of career hypothesis with life style selection

4. Should include an evaluation of testing compared to career hypothesis

Methodology:

1. Brainstorming of several career hypothesis

2. Discussion of assets and limitations as they relate to a career hypothesis

3. Discussion of life style as it relates to career selection

4. Discussion of ability and work as it/they relate(s) to a career hypothesis

D. Acquisition of knowledge in occupations

1. Should include a hearing from members of an occupational cluster

2. Should include observation of an occupational cluster

3. Should include work in an occupational cluster

4. Should include more than one experience

5. Should cover as many different occupations as is possible

6. Should include other factors of the occupation besides work

Methodology:

1. Speaker on a given occupation with student questions and answers

2. A written summary on what the speaker had to say

3. Speakers should be heard from several of the highest ranking clusters on the student interest test.

4. Arrangements should be made for students to observe (shadow) workers in a career interest area.

5. Some work experience should follow observations.

6. Students should discuss other factors that make a career desirable or undesirable besides the actual work (staff morale, working hours, etc.).

E. Identification of education and career paths

1. Should include a comprehensive listing of all education requirements for a given career.

2. Should include an evaluation of the individual's ability to meet the educational requirements for a given career

3. Should include alternatives to education to achieve a given career, i.e., on the job training

4. Should include a discussion of where to get started on a given job

5. Job availability and job security should be investigated

6. Should include an investigation of job evaluation

Methodology:

1. Counselors should compile a readily available list of educational requirements for career interest areas (if such does not already exist).

2. Counselors should be available (and have the best testing data available) to discuss a student's ability in relations to career educational requirements. Motivation should be heavily considered.

3. People who have worked at a job for a significant period of time should be consulted as to job evaluation and security.

4. A list of jobs that can be learned on the job should be assembled.

F. Listing of decision-making skills as related to self

1. Should include the training of students in decision making

   a) learning to compare advantages and disadvantages

   b) learning to make cost-benefit ratios

2. Should include the study of making realistic goals

3. Should include self analysis

Methodology:

1. Students should brainstorm all of the advantages and disadvantages of a given occupation.

2. Students should weigh the qualities and the drawbacks of a given occupation.

3. Students should then decide if the career has more good than bad. This should be done to all possible career choices.

4. The student should compare the cost (educational, financial, etc.) of a career to the benefits of that career.

5. Through previously suggested activities, the student should achieve a realistic image of himself and his life goals.

G. Identification of a tentative career path within a changing world.

Activities previously discussed lead to G. This step may actually come in 12th grade.

H. Acquisition of knowledge of leisure time activity

1. Should include the realization that more people are getting more leisure time

2. Should include the realization that many people abuse their leisure time(TV, dringing, drugs, etc.).

3. Should include a study of available leisure time activities

Methodology:

1. Class discussion on the proper use of leisure time.

2. Speakers on how to use leisure time more effectively.

3. Some participation in appropriate leisure time activities.

I. Clarification of one's own value system

1. Should include an individual's listing of the things he values most

2. Should include an individual's ranking of the things he values most

3. Should include a comparison of the individual's values to those of society in general

4. Should include an evaluation of the individual's current values with the possibility of addition or deletion

Methodology:

Implementation of the current tenth grade process English unit on values and life styles

Some additional thoughts concerning a Career Education program at East High.

1. If one of the purposes of Career Education is to prepare a student to go directly into a job, courses of study should be developed (similar to Tech's) to assure the student is properly prepared.

2. For students continuing on in education, the main emphasis of Career Education should be the exploration of possible career paths. Perhaps this should include two types of classes:

   a. A general exploratory course (given in the tenth grade).

   b. A specific course in the students' interest area that would give the details of the career area (11th or 12th grade). Perhaps these should be mini courses to give the student several chances to explore different areas.

3. Some thought should be given to the formation of a speakers' bureau from which occupational specialists can be drawn.

4. Although a start is gained by having career units being taught by a variety of teacher, this is a "hit or miss" proposition. Students could well miss those classes in which career units are being taught. If, indeed, career ed is important, it must be given to all students.

NE 009 614